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ABSTRACT

This paper describes an experience for professionals based on an intensive 1-week language immersion course that has been offered in Akron, Ohio and Denver, Colorado. The course has been designed for professionals at the intermediate level in French and Spanish. The course requires that participants have acquired the basic grammatical structures in the target language. The course is a modified version of immersion. Unlike traditional content-based instruction, this immersion experience is based on situations and language functions that can be tied to business and other professional topics. The program is an intensive language experience in which authentic activities and materials are used in order to prepare the professional for specific social contexts in which to use the language, such as business negotiation or a technical training session in Mexico or France. The description of the immersion course for professionals includes a rationale, course objectives, thematic/topical organization of the course, and the procedures. Appended materials include examples of activities, partial syllabi, and a resource list. (JL)

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IMMERSION IN A FOREIGN LANGUAGE FOR PROFESSIONALS

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Immersion in a Foreign Language for Professionals

This paper will describe an experience for professionals based on an intensive one-week language immersion course which has been offered in Akron, Ohio and Denver, Colorado. The course has been designed for professionals at the intermediate level in French and Spanish. It assumes that the participants have acquired the basic grammatical structures in the target language.

Immersion education, in the sense of a switch between the language of the home and the language of the school, is not a new phenomenon. It has existed since ancient times and is very common in many countries throughout the world. Immersion has been intensively researched in Canada where it has been implemented on a large scale at both the elementary and secondary levels. The studies reveal that students' proficiency in their second language significantly benefitted from immersion at no cost to their skills in their first language (Cummins, 1980; Lambert & Tucker, 1972; Tucker & d'Anglejan, 1972; Selinker, Swain, & Dumas, 1975; Swain, 1975; and Swain, Lapkin, & Barik, 1976).

The Canadian immersion experience has inspired interest in the United States where a number of programs have been established. The Culver City Spanish Immersion Program in California, started in 1971, was the first American immersion program (Cathcart, 1972; Cohen, 1974; and Plann, 1977). It was designed to immerse monolingual English speakers in Spanish, their second language. Since that time, over fourteen immersion education programs have been established in the United States as a vehicle to achieve racial balance via the magnet school concept or to provide enrichment and appreciation of other cultures (Lorenzo and Gladstein, 1984).

The success of the immersion programs in schools in Canada and the United States has led to the application of many of the basic elements of this approach to adult foreign language training. Specifically, it has influenced instructional practices used in content-based foreign language programs for adults (Leaver and Stryker, 1989; Edwards, Wesche, Krashen, Clement, and Kruidenier,

1984; and Larew, 1989). Two of the main objectives of these programs are to teach language and content simultaneously and to develop the linguistic and cultural skills that will be most beneficial to learning specific content such as international business, technology, science, and international relations.

The immersion program that is described in this paper is a modified version of immersion. Unlike the traditional content-based instruction, this immersion experience is based on situations and language functions that can be tied to business and other professional topics. The program is an intensive language experience in which authentic activities and materials are used in order to prepare the professional for specific social contexts in which he/she will use the language, such as in a business negotiation or a technical training session in Mexico or France.

The description of the immersion course for professionals includes a rationale, course objectives, thematic/topical organization of the course, and the procedures. (See the Appendix for examples of activities, partial syllabi, and a list of resources.)

Rationale

Professionals need the opportunity to acquire or renew their second language skills in situations that require that they socially interact in the target language. This is best achieved when they interact at a challenging level. As Stephen Krashen (1983) points out, learners acquire a second language as a result of being exposed to comprehensible input that is just a little beyond their production level (i + 1). Output, or the opportunity to negotiate meaning in the target language, is also important for second language acquisition (Ellis, 1984 & 1986; Swain, 1985; and Vygotsky, 1978).

According to ACTFL/ETS there are three principles of oral proficiency: function, content, and accuracy (Bragger, 1985). In order to achieve proficiency students need to learn the language in meaningful contexts, focus on topics which relate to their lives

and interests, use language for different purposes or functions, and practice those aspects of grammar, vocabulary, pronunciation, and intonation that will help them to be understood by native speakers of the target language.

Several institutions have offered extensive programs for increasing the proficiency of language educators and professionals (Glisan and Phillips, 1989). However, many of these individuals have time constraints that prevent them from participating in a lengthy language training program. The program described here was designed to respond to those professionals who have the need to renew their language skills for specific purposes but do not have large amounts of time to devote to this objective.

In the one-week intensive language immersion program the lessons are designed to provide participants with intensive, interactive language learning and cultural knowledge that will help them develop greater confidence and enthusiasm in speaking the target language and improved social skills in interacting with native speakers in real life business/professional situations.

Course Objectives

The overall goal of the immersion workshop is to increase the oral proficiency of individuals who need to use a foreign language in their professions. Because of time constraints in these professionals' lives, the workshop must be designed to fit into schedules that have the demands of careers, family needs, vacation plans, and other commitments.

The objectives of the course provide the foreign language learner:

1. the advantage of being immersed in the second language and culture with other colleagues to improve their linguistic skills,

2. exposure to new techniques through use of authentic materials to promote greater use of the second language in the classroom,

3. an environment conducive to the development of a positive

attitude toward using and maintaining one's second language.

Although "short-term" workshops are not considered to be as effective as extended training programs, this week-long course offers an opportunity for linguistic exposure that would otherwise not be possible.

Thematic/Topical Organization of the Course

The week is divided into daily segments organized around themes or topics such as learning to live and interact with other people, employment, services, and business travel abroad. Language functions such as getting to know others and managing conversations, gathering and giving information, telling stories, requesting information, requesting help, explaining how to do something, giving advice, expressing one's feelings and participating in discussions are closely associated with and integrated into daily topics.

	THEME/TOPIC	LANGUAGE FUNCTION
Day 1	people	getting to know people & managing conversations
Day 2	work	gathering information and telling stories
Day 3	services	requesting information & help
Day 4	travel	explaining how to do something and giving advice
Day 5	the French	expressing feelings & participating in discussions.

Each theme in the course provides a structure for the development of functional language use within the week-long framework. For example, the theme "people and their characteristics" provides the structure for the language functions of getting to know people and managing conversation. The situations used with each function vary according to the specific professional needs and interests of the participants in the course. By linking activities through the various phases, extending them, and relating them to the themes or topics selected, the instructor

provides a cohesiveness that maximizes learning.

In each daily segment, materials that relate to the theme or topic are included and sequenced to optimize participation and build confidence. These materials contain objectives aimed at developing stronger listening and speaking skills within appropriate cultural contexts. Cultural and literary components of language study are integrated into selected activities.

Procedures

Learner-Centered Classroom. Since the focus of the immersion workshop is on communicative competence, the instructors need to create an environment that maximizes learner involvement in communication activities. According to Terrell (1982), this can best be accomplished by contextualizing and personalizing the activities. Terrell (1982, p. 124) points out that "a low anxiety situation can be created by involving the students personally in class activities... The goal is that the members of the group become genuinely interested in each other's opinions, feelings, and interests and feel comfortable expressing themselves on topics of discussion."

It is important that the instructors use strategies to help participants remove, as much as possible, any inhibitions to personal communication and self-disclosures. Strategies that move learners around the room enabling them to mix with different individuals for different activities are particularly valuable.

The picture identity activity is an excellent ice breaker that can be used initially to help participants gain an ease, comfort and sense of informality which facilitates better verbal interchange. In this activity the instructor collects large colored photographs from magazines showing people of various ages performing different activities, such as skiing or dancing or lecturing. A photograph is hung on the back of each participant so that the he/she cannot see it. The participants then circulate throughout the room asking the others to help them guess their "new" identity and vocation in life.

Another strategy to insure the continued, intensive use of the

target language is to never allow the pace of the workshop to slow down. Coffee breaks and lunch should be structured so that participants continue to use the target language. Students can be given an assignment to complete during these times. For example, the instructor can assign students to groups, present an activity, and ask the students to use their break time to discuss and plan their group project.

In the student-centered classroom the participants engage in a wide variety of activities, including role playing, problem-solving, and decision making.

Activity Phases. The activities in the course are presented in three phases: preparation, presentation, and communication. In phase one, an introduction or motivational set presents the exercise and relates its content to the learner's previous knowledge. The use of such advanced organizers engages the attention and interest of the participants and relates the subsequent activity to preceding tasks. In phase two, the presentation, the instructor provides students with directions in how to do an activity. This phase might also include noting specific information or sequencing the action. Phase three focuses on communication. Participants, working in pairs or small groups, engage in communicative activities in which they ask each other questions, solve problems, analyze materials, perform original dialogues, and role play.

Staffing. The course design and implementation can be accomplished by one or two instructors. It is essential to do all course construction and planning in advance. Language usage throughout the course requires near-native ability (OPI superior rating) on the part of the instructors. The use of audio and video cassette materials can help sustain the immersion setting.

The role of the instructor in the immersion workshop is limited for the most part to that of a facilitator. The teacher prepares the syllabus, creates the strategies designed to elicit the maximum amount of active language use by the workshop participants, and monitors the exercises that are carried on by the

participants themselves. Once the exercises are in progress the teacher functions as a monitor who keeps the students on task, keeps time, and makes sure that each group has the opportunity to present its role-play to the class.

Error correction. Instead of interrupting participants, errors are handled in one of two ways. In some cases, feedback to participants serves as a model of appropriate language structure or vocabulary. In other cases, instructors note students' errors and give collective error correction at the end of a day-long session. The instructors can review the corrected forms on the board or an overhead transparency so as to focus on accuracy. The deemphasis on error correction helps to create a non-threatening environment in which interaction can take place without fear of criticism for making mistakes. As a result, greater participation is encouraged, yet accuracy is still viewed as important.

Audio- and Video-Cassette Materials. These instructional materials are used extensively throughout the course for two reasons. First, media provides professionals with the opportunity to listen to different native speakers of the target language besides the teacher. Second, with media the target culture comes into the classroom and into the lives of students and creates a new environment. Thus, language learners see current events and other news items that make the culture and language more real. With the use of technology, the role of the language teacher has a new dimension as enhancer of the comprehensibility of video in this new technological age (Joiner, 1990).

Most of the audiovisual materials that are used in the workshop are limited to brief segments of 2-5 minutes. Preparation of these segments for use in the course includes both a preview to find appropriate selections and the development of the written exercises containing the three phases considered necessary for maximizing student learning: introduction, presentation, and communication. Materials from diverse sources provide a rich variety of vocabulary, social contexts, and culturally enriched settings. To increase comprehension skills, participants listen to

each authentic recording at least three times and cross-check information with a partner.

The formats used to build and verify comprehension include yes-no questions, true/false statements, a checklist, multiple choice options, cloze passages, guided questions, open-ended questions, completion, chronological reordering of main events, and listing of key events, information or expressions.

Speaking Activities. The necessity for conversation or interaction is inherent in second language acquisition since "language clarifies and organizes experience and, conversely, language grows out of experience" (Hatch, Flashner, and Hunt, 1971, p. 5). Consequently, activities that generate conversation, such as information gathering, story telling, and explaining how to accomplish a task, are used extensively throughout the workshop.

Multi-media Coverage of an Event. Culturally authentic materials, such as magazines, newspapers, and audio- and video-cassettes are used in the immersion workshop to provide participants with multiple exposures to the same current event. In this way, they have a simulation of the kind of exposure to a news item that they would have if they were actually living in the culture where the language is spoken. This activity has the additional benefit of reinforcing vocabulary related to specific topics.

Conclusion

The one-week intensive immersion format with its use of multi-media materials, its variety of activities directed to both productive and receptive skills, and its fast pace can challenge professionals to achieve a higher level of linguistic competence. The short-term immersion experience provides a model for the training of professionals who have limited time to renew their linguistic skills. It provides them with intensive exposure to the target language and culture in comprehensible contexts and gives them opportunities to actively practice their communicative skills.

Final evaluations have indicated that the workshop is

effective in meeting its objectives. Participants in the past have listed the following accomplishments:

1 Their oral and written expression improved.
2 They participated in activities that focused on increased interaction.
3 Their attitude toward maintaining foreign language skills was positive.
4 They developed a network of colleagues who share the same interest in foreign language learning
5 They developed greater confidence and facility for initiating and conducting conversations in a foreign language.

The increased confidence of participants has been reflected throughout the course offerings, as authentic language materials have challenged them and peer interaction has required more diverse and creative linguistic demands.

Other variations of this immersion model are possible. The syllabus could serve as a model for an orientation session to prepare professionals for a career-related experience abroad. Another week could be added which could focus on specialized topics such as business or science. It is also possible to include an extensive cultural component.

Whatever the focus, more courses like this one are needed to meet the demands of professionals who wish to use a foreign language for a specific purpose in their jobs. As a result of the immersion experience, professionals can increase their proficiency in a foreign language, revitalize their interest and enthusiasm in the target culture, and apply their newly acquired knowledge and skills to their career.

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APPENDICES

APPENDIX A
Partial Syllabus in French

	Theme	Language function
Day 1	people	getting to know people / managing conversations

activities	Purpose / focus
1 Qui suis-je? *(Who am I?)*	Listening comprehension / information gathering
2 Identite mysterieuse *(Mystery identity)*	Speaking / questioning strategies & gathering information
3 Comment presenter quelqu'un *(How to introduce someone)*	Listening comprehension / giving information
4 Connaissez-vous votre camarade? *(Do you know your classmate?)*	Speaking / talking about oneself
5 Deux et deux font une conversation *(Two plus two make a conversation)*	Speaking and listening / reactive listening
6 "Finissez vos phrases" *"Finish your sentences" by Jean Tardieu*	Listening comprehension / predicting a message
	Speaking / role playing using a logical sequence of dialogue
7 Les signes du Zodiac *(Zodiac signs)*	Reading comprehension & writing / comprehending authentic material & describing oneself
	Speaking / giving & gathering information about self & others
8 Interview avec Mme Boudrand *(Interview with Madame Boudrand)*	Listening comprehension / gathering biographical information & information about daily routines & relationships
9 Bebes sur commandes *(Orders for a baby)*	Speaking / describing an individual's characteristics & traits / using problem solving and negotiation
10 Les prenoms et leur caractere *(What first names tell us)*	Writing a poem with adjectives

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11	"L'Etranger," un poeme en prose *"Stranger" a poem in prose* *by Baudelaire*	Listening comprehension gathering information Reading comprehension / analysis of description of individual
12	Quand une image devient language *When an image becomes language*	Speaking & group writing brainstorming & negotiating meaning

APPENDIX B

EMU - Conference 1992 Colville-Hall
Listening Comprehension Activity

Jacques Faule - Video interview

By interviewing foreigners who come to this country for purposes of business, participants can learn a great deal using the schema of an interview and general knowledge about specific professions. Instructors can videotape such interviews to provide students the opportunity to listen several times to obtain information.

Jacques Faule, who works with data banks at the National French Library in the Centre Beaubourg of Paris, was videotaped in an interview during a special assignment to Colorado Springs, Colorado.

Préparation Quelles questions peut-on employer pour se renseigner sur quelqu un? Ecoutez les questions d Annick aussi bien que les reponses de Jacques. Comparez ces questions a celles que nous avons proposees. Qui est-ce, ce Jacques Faule?

What questions can you use to find out information about some professional? Listen to the questions of Annick, the interviewer, and compare them to the questions we have suggested. Who is this person, Jacques Faule?

Présentation (en video) Ecoutez l'ENTREVUE avec Jaques Faule. A la deuxieme ecoute, finissez chaque phrase selon les renseignements que vous entendez.

First, listen to the interview with Jacques Faule. At the second playing, finish the sentences below according to the information you hear.

1. Jacques Faule vient de
2. Il est venu aux Etats-Unis
3. A Paris il travaille
4. Beaubourg est situe
5. Il trouve que les Americains sont
6. Le lien entre les banques de donnees et la poesie est
7. Pour lui, la poesie est

Communication Parlez avec un camarade de classe. Comment trouvez-vous cet homme? Quelles questions aimeriez-vous lui poser? lesquelles? Ou travaille votre partenaire? Avez-vous voyage a

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l'etranger avec une bourse? Aimez-vous la poesie? Que represente la poesie pour vous?

Speak with a classmate. What do you think of this man? What questions would you like to ask him? Which ones? Where does your partner work? Have you ever travelled abroad on a scholarship? Do you like poetry? What meaning does poetry have for you?

APPENDIX C

EMU - Conference 1992 **Colville-Hall**
Speaking Activity

1. Identité mystérieuse / Identidad misteriosa (Mystery identity)

The **mystery identity** activity challenges participants to become involved in solving a mystery identity. In **Version 1**, pictures from Newsweek, Time, People and other magazines, including foreign language magazines, were cut out and used. Pictures included George Bush, Francois Mitterand, Queen Elizabeth, Bill Cosby, Greg LeMond and other well-known individuals. An index card bearing the image of one of the well-know figures was attached to the back of each participant's collar. Cards can be laminated to give them a commerical appearance and protection. In **Version 2**, pictures come from business and professional magazines and focus on individuals in various professions, such as computer programmer or CEO.

Instructed to ask only "yes" "no" questions, participants move around the room interrogating others in order to establish the identity of their "attached" celebrity. Participants are requested to keep a tally of the number of questions each ask to discover their own identity. They must ask at least four information questions before asking a question using the name of the individual or profession.

As an ice breaker, this activity forces interaction with at least one other individual and, for most participants, many others. Although the tally of questions asked is kept, the participant are not evaluated on time required to find the hidden identity.

As an extension of the mystery identity activity, participants were organized into groups of three. One group member keeps his/her famous or professional identity and the other two members assumed the role of journalists who interview the celebrity. "Reporters" are asked to summarize their interviews through either written or oral expression. For a variation of this activity, participants could role play all three celebrities in turns.

APPENDIX D

EMU - Conference Colville-Hall
Speaking activity in small group format

News event

News event is a very successful activity for engaging participants in the deciphering of an intriguing event. It is best carried out in groups of 3-5 participants. One group member reads silently a short clip from a newspaper that describes a "true happening." The remaining participants asked true - false statements to establish the action, players and other important elements of the event. The event described here, which occurred in France and appeared in an American newspaper, will produce lively interaction as the participants interrogate the privileged reader.

Une histoire incroyable Une femme, voyant dans la rue sa place de stationnement occupee pour la trente-sixieme fois par un dernier modele de luxe, a livre des coups de marteau a cette nouvelle Peugeot. A la rentree de son mari, la pauvre apprend que la voiture n'est rien qu'un cadeau surprise d'anniversaire de son aimable epoux.

Una historia incredible Una mujer se da cuenta que su lugar de estacionamiento está ocupado por un carro de lujo, Peugeot - ultimo modelo, decidio entonces golpear el carro con un martillo. Cuando regreso su marido, la pobre se dio cuenta que el carro era un regalo sopresa para su cumpleaños.

An unbelieveable story: *A lady, upon seeing her parking place occupied for the umpteenth time, on this occasion by the latest luxury model, delivered several hammer blows to this new Peugeot. When her husband entered the apartment, the poor woman learned that the car was nothing other than a surprise birthday gift from her wonderful spouse.*

Any unique event can be used as a pretext for eliciting questions. Even the instructor's activities for the preceding week can be used in a minimal statement to elicit questions concerning the activities. A subsequent activity could be story telling or sharing personal experiences. The important prerequisite is that participants have the necessary linguistic ability to construct appropriate interrogations. Encouraging participants to paraphrase when vocabulary is lacking helps to develop vital communication skills.

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APPENDIX E
Partial Syllabus in Spanish

ESPANOL INTENSIVO
TALLER DE VERANO 1991

DIA UNO CONOZCAMONOS

1. ¿Quiénes somos? ¿Conocen ustedes a sus profesores? ¡Adivinen! Reaccionen a las siguientes frases con VERDAD o MENTIRA:

1._____ 2._____ 3. _____ 4._____ 5._____

6._____ 7._____ 8._____ 9._____10._____

2. Encuentren su identidad. Tomen una foto de su nueva identidad, sin mirarla. Pónganselo en sus espaldas. Hagan preguntas a otro compañero cuyas respuestas sean sí o no. ¿Cuántas preguntas tuvieron que hacer para adivinar su nueva identidad? ¡Quien hizo menos preguntas gana!

¿Qué les gustaría saber de estas celebridades? Asuman el rol de periodista y entrevisten a su compañero. Después, reversen el rol.

3. ¿Conocen a los otros? Busquen al compañero que tenga la tarjeta del mismo color que el suyo. Con el dado elijan un tema de la columna A. Si les sale el mismo número en el dado dos veces, elijan la opción B.

A	B
1. su hogar	1. su coche
2. su plato preferido	2. su restaurante preferido
3. su familia	3. mascotas
4. su deporte preferido	4. su cantante preferido
5. un viaje largo	5. un viaje corto
6. una película	6. una novela que has leído

4. Dos y Dos Establecen Una Conversación
Cada grupo de dos se adjunta con otro grupo de dos. Presente a su compañero al otro grupo para comenzar una conversación. Usen las expresiones útiles de las paginas 6-8 en el texto Imagínate.
Pídale ud. a dos otros estudiantes que digan algo que se refiera a otro estudiante.

5. VIDEO. "Barcelona: Modernismo Catalán."

Primero escuchen el video. La segunda vez, contesten las preguntas. La tercera vez, verifiquen la información encontrada en el video.

1. ¿Quien era el arquitecto del modernismo?

2. ¿Cómo se llama la parte de la ciudad donde construyeron tantos edificios modernistas?

3. ¿Por qué quitaron las murallas medievales de Barcelona?

4. ¿Por qué nombraron a un edificio La Pedrera?

5. Un letrero dice "El Quadrat d'Or. ¿Qué significa y por qué está escrito así?

6 ¿Qué es El Cuadrado de Oro?

7. ¿Le gustaría vivir en uno de estos edificios? ¿Por qué?

8. ¿Hay edificios parecidos en los EE.UU.?

6. EL ZODIACO. Busquen su signo en la página del horóscopo y léanlo. ¿Está de acuerdo con su horóscopo? Escriban los cambios que les gustaría hacer.

7. DESCRIBASE. Diga algo de usted mismo.

a. cualidades

b. debilidades

c. intereses

d. pasatiempos

e. aspiraciones

Encuentre al estudiante que se le parezca más a usted. Mencione su nombre. Para lograr esto, haga preguntas.

8. VIDEO. "Trivial Pursuit en Madrid."

Primero, escuchen el video. La segunda vez, contesten las preguntas. Pregunten a otro estudiante si les falta información. La tercera vez, verifiquen la información encontrada en el video.

1. ¿Cómo cree ud. que el juego español de Trivial Pursuit difiere de la versión americana?

2. ¿Han visto uds. los letreros en el segmento. ¿Saben uds. cómo se llamó la competición?

3. ¿Quiénes son los jugadores?

4. ¿Existe una competición similar en las EE.UU.?

5. ¿Dónde ocurrió esta competencia?

6. ¿Cuán grande era el tablero?

9. IMAGINATE: Cap. 1, conversaciónes 2 y 3.

Escuchen el cassette. Completen las actividades en p. 25, L; p. 27, O; y p. 29, Q.

10. ALMUERZO CON TAREA: El año 2041

Habrán muchos cambios en nuestra vida familiar y cotidiana. Podrán eligir las características individuales de sus hijos.

Decidan cuantos miembros su familia va a tener.
Elijan las cualidades físicas, intelectuales, sociales de los hijos.
Determinen el porque de su decisión en cuanto a cómo estos individuos beneficiarán a la sociedad.

Características:

11. NOMBRES Y CARACTER

Encuentren un companero que tenga el coche de la marca del suyo (Honda, Pontiac, etc.) Escriban con las letras de su nombre el perfil de su persona.

Por ejemplo:

Modesta Estable
Amable cUidadoso
Responsable inteliGente
Intuitiva gEneroso
Aventurera hoNorable
pensatIvo
trabajadOr

12. VIDEO Canción: "Hay un largo camino."

1. Presentación: Introducción a la canción (Vol. 7, p. 33)

2. Actividades

¿Qué vió? Al mirar el video, ¿se ha fijado Ud. en estas cosas? Ponga una palomita ( ) al lado de las cosas que ve al ver el video musical.

1.__ una rosa se abre
2.__ se ve un clavel
3.__ unas gaviotas vuelan sobre el mar
4.__ escenas a cámara lenta

5.___ el cielo y unas nubes
6.___ una mujer canta
7.___ un hombre barbudo
8.___ canta el trío
9.___ un caballo va al trote
10.___ unas mujeres bailan al aire libre
11.___ un hombre escala una muralla
12.___ la cantante deja volar una paloma

Comprendiendo poesía. ¿Qué significan estos versos?

"Hay un largo camino / hacia la libertad / pero que vale la pena describir / que se puede llegar."

"y este mundo / puede ser mejor / cuando mires / a tu alrededor."

"Hay un largo camino / y es difícil de andar. / Pero siempre habrá alguien / junto a tí / en el mismo lugar."

"Recorrer el camino / cada cual con su voz. / Si te pones al paso / avanzarás con la misma canción."

13. IMAGINATE. Cap. 3, Conversaciones 2 y 3.

1.Escuchen el cassette

2. Completen las actividades: p. 56, H; p. 60, M, N, y Ñ

14. TAREA para mañana

IMAGINATE Cap. 2, todas las conversaciones y las actividades

APPENDIX F

Selected Material Sources

Texts and Audio-cassettes

Champs Elysées
P. O. Box 158067
Nashville, TN 37215

Du Tac au Tac
Jeannette Braggar and Donald Rice
Heinle & Heinle Publishers, 1987
Boston, MA 02116

Imagínate
Jeannette Braggar and Donald Rice
Heinle & Heinle Publishers, 1987
Boston, MA 02116

Ecoute...Ecoute
Centre de Recherches et d'Applications Pédagogiques en Langues
Les Editions Didier, 1986
Paris, France

Videocassettes

Compre por Favor
Houghton Mifflin

Espana y las Americas
Eagle Multimedia Services, Inc.
49 West 38th Street, Suite 1500
New York, NY 10018

France from Within
Bernard Petit
Heinle & Heinle Publishers, Inc.
Boston, MA 02116

France Panorama
Eagle Multimedia Services, Inc.
49 West 38th Street, Suite1500
New York, NY 10018

Jacques Faule et la Poésie
Foreign Language Center
North Tejon Street
Colorado Springs, CO 80903

Printed Texts

Commerce et Marketing
C. J. Schmitt and K. B. Lutz
McGraw-Hill
princeton Road
Hightstown, New Jersey 08520

Commercio y Marketing
P. E. Woodford and C. J. Schmitt
McGraw-Hill
princeton Road
Hightstown, New Jersey 08520

Conversar sin parar
G. Rooks, D. Scholberg, and K. Scholberg
Harper & Row, Publishers
Rowley, Massachusetts 01969

Conversation sans fin
G. Rooks, translated by A. Slack
Harper & Row, Publishers
Rowley, Massachusetts 01969

Journal Fançais d'Amérique
P.O. Box 25169
Anaheim, CA 92825-5169

Relaciones Humanos en los Negocios
Eggland, Willians, Moises
Scott, Foresman and Company

Encuentros Culturales
A. W. Levno
Antional Textbook Company
Skokie Illinois 60076